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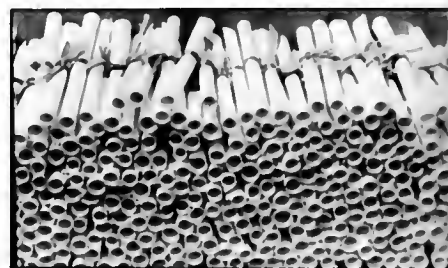
## QUARTERLY

Education  
in the '90s



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Classroom inside Clarke Chapel by Terry Wild. Additional photography by Mark Neil Iesme, Kimberley D. Kaiser, Michael G. Roskin, Stephanie Ross, and Craig Smith.

Shoemaker



# Higher Education In The 1990s

By: Dr. Shirley Van Marter

If this were January, 1980, no one could have predicted the swift, stunning, perhaps irreversible end of the Communist monopoly on power in Soviet Russia's Warsaw Pact allies during the final months of 1989. Any Elysian Field that shelters the souls of old Bolsheviks must find Lenin, Trotsky, and Stalin bewildered and glum indeed! This reminder of the difficulty of discerning the future is sobering, and I therefore offer my thoughts on the 1990s with caution.

Higher education in the United States is affected by significant international change. Plans to reduce America's military presence in Europe create new options for redistributing our annual national revenue. If the preoccupation with spending for defense weaponry declines, it should free up a larger portion of tax dollars for human services, including higher education. Although competing requests for better health care, the war on drugs and other deferred needs will be serious, the important fact is that any decisive reduction in defense will create new possibilities for the first time in many years. Higher education can be affected in opposite ways. Those universities that are active in basic research connected with defense risk being buffeted by the new winds of change; at the same time, higher education as a whole could gain if education truly becomes a priority for our political leaders. At the moment this hope is slim, given President Bush's modest State of the Union blueprint for education in the next few years, despite his campaign claim that "I want to be known as the education President."

Given the continuing national disappointment with the limited performance of our children when examined for basic skills, and the near disappearance of American students from certain fields of graduate study, the 1990s offer American higher education daunting challenges. In fields such as engineering, computers, and some sciences, international students now make up nearly half of all graduate students who receive doctorate degrees. Recent findings of a study by the Center for Policy Research in Education indicated that the school reform movement of the early 1980s did not lead to the improvements that were anticipated. Although high school students are now taking more mathematics and science courses than earlier in the decade, they are not selecting advanced courses in greater numbers, so they continue to enter college thinly prepared. I see no evidence that these trends will be reversed soon. Colleges will, therefore, need to continue offering developmental courses for the foreseeable future to help students improve the level of their verbal and quantitative skills.

One trend that may help to stimulate substantive improvement at the collegiate level is the increasing demand that higher education become more accountable for the quality of its achieved outcomes. During the eighties, as America underwent further transformation from an industrial to an information and service society, the trend toward public expectations of accountability from higher education took three visible forms. Major employers, learning from the recession of the seventies to survive nationally and internationally by becoming leaner and more efficient, gave voice to questions of quality. A second voice has been raised by political leaders who want to see how well public tax dollars are being spent. They are increasingly mandating assessment in return for their allocation of funds. Several states have already adopted mandated testing programs; others are currently reviewing options available to them. The third voice operates within the community of higher education and is coming from accrediting bodies themselves. The Middle States Association in our region, for example, is making assessment one of its major thrusts in accreditation review.

The decade ahead will see other trends continue and most likely expand. Since the period immediately after World War II, higher education in the United States has undergone successive waves of expansion. The G.I. Bill enabled many men, matured by military service, to pursue studies beyond high school in greater numbers than ever before. The Civil Rights Movement of the fifties and sixties created opportunities for minorities to enter America's mainstream. A heightened desire for gender equality in the seventies and eighties attracted such increased numbers of women to college and graduate study that women now



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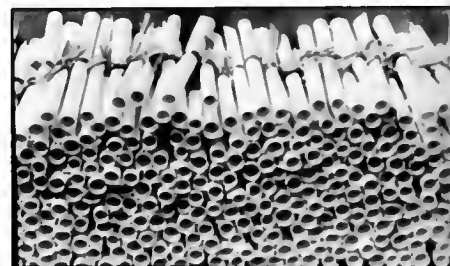
outnumber men in completing bachelor's and master's degrees. According to the National Research Council profile of all 33,456 doctorates awarded in 1988, women earned 35.1%.

Meanwhile, two other forms of expansion have been occurring during the past four decades. The combination of greater longevity, better health, and leisure comfort during retirement years has led many older individuals to return to school. Since 1965, the population of our country's older citizens has jumped from 18 to 28 million. Those older than 65 now constitute 12% of the nation's population, and their numbers are expected to continue growing dramatically. They can be expected to be more visible in college classrooms throughout the country, taking both credit and non-credit courses. Employed adults are also returning to school in larger numbers each year. They are enrolling for coursework primarily to enhance their opportunities for career changes or promotions, though they also attend for cultural and other personal reasons. These waves of expansion have enriched the life of the academy. They flow through American history at different rates of speed, but all are well established and will certainly continue for many years to come, making the student body in U.S. higher education more diverse by gender, age, and race than it has ever been.

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## Music In The '90s

By: Dr. Gary M. Boerckel

Exciting opportunities, unprecedented technological innovation, and curricular challenges will face college and university music departments during the 1990s.

The audience for sophisticated art forms will continue to grow as the "baby boomers" continue to age. A wide variety of musical styles, from classic jazz to contemporary minimalism, has become available to the American public in recent years in terms of live performance and various means of recording. The example of Williamsport—with cable television, radio, and the upcoming restoration of the Capitol Theatre—is typical of communities across the country. We will soon forget the days, not so long gone, when "Top 40" and "Country Western" were the only choices for radio listeners in most parts of the country, and live performances of symphonic music were limited to the largest metropolitan centers.

Just as significant as the increasing sophistication of the general public is the astonishing recent growth in home music making. Not since the parlour piano craze of a century ago have so many Americans found joy in creating their own music. Sales of electronic keyboards are in the hundreds of thousands per year and still climbing. Computer programs, combining simplicity and power, are making living room composers and performers with hearty appetites for instruction and new ideas. Music professionals are enthusiastically embracing the rapidly improving music technology, with Broadway orchestras, rock bands, and new music ensembles hiring electronic keyboard players and composers to notate their works on computers.

Lycorning's music department has already begun to feel the impact of these changes. The number of music majors has risen dramatically over the past two years, with student interests ranging from ragtime and jazz to harpsichord and opera. Our Moog synthesizer, which twenty years ago made our electronic music studio "state-of-the-art," has been replaced by a combination of MIDI-based samplers, synthesizers, and computers that rival in quality those of any department in the country.



*In Lycorning College's electronic music studio, music majors Yvonne E. Mitchell, junior, and Kenneth L. Shipe, freshman, work with computers and synthesizers to create their own compositions.*

In the 1990s, music departments will find themselves debating about the role of the humanities in the curriculum. They will be asked to include non-Western musical traditions and, at the same time, to more fully incorporate Western musical traditions into the

education of every humanities student. Music departments which can meet these challenges and adapt the new technology to virtually every aspect of music instruction will find themselves enjoying a very high level of student interest while successfully preparing men and women for lifetimes of amateur and professional musical activity.

Dr. Gary M. Boerckel is associate professor of music and chair of the music department at Lycorning College.

## Sociology Towards The Year 2000

By: Dr. Moon H. Jo

Sociology is the scientific study of human society and social behavior. It is a broad and complex field whose practitioners investigate everything from interpersonal relations to international affairs. Although a synthetic discipline, it has its own special perspective: a focus on the social group.

Sociology was regarded as a legitimate field of study in the United States during the mid-nineteenth century, but its impact was not felt until the beginning of the twentieth. For many early American sociologists, a concern with social problems and a desire for social reforms were the entree into sociology. They were concerned about what rapid urbanization and the flood of different immigrant groups might do to the country's well established order as inner cities experienced high crime and delinquency rates, vast unemployment, social disorganization, deleterious housing, and the challenge of assimilation into the mainstream of American society.

Between 1950 and the end of the 1980s, however, American sociologists have become more preoccupied with theory building and social research than social reform. Their major concern has been enlarging sociological knowledge based on scientific methods of social research. Value free or value neutral study of human behavior and society has become the motto of the discipline.

Sociologists in the coming decades will be concerned with theory building, empirical research, and the development of scientific tools for the study of human society. They will also continue to contribute knowledge in such areas as applied sociology, complex organizations, race relations, and crime delinquency, as well as sociology of the family, religion, education, and economics.

Yet, their challenge will be to understand new social forces that are restructuring our major social institutions.

For example, how can we understand the consequences of the rapidly increasing urban underclass population, of the increasing number of women in the labor force, and of the proliferation of the elderly in our society? What will be the consequences for our economic and political institutions, as well as for race relations, when the number of non-whites, for the first time, exceeds that of the white population? And what will be the consequence of the continuing shift of our population from the rust belt to the sun belt on the labor distribution and political power structure? Another question concerns the effects of indiscriminate applications of technology which have resulted in pollution, environmental destruction, and erosion of our society's moral fabric.

These are some of the pressing questions sociologists will try to answer in the 2000s. Since these questions and anticipations are not only major concerns for sociologists themselves but also for industry, government, social agencies, and varied civic organizations, more and more sociologists will practice their profession in other than academic settings.

However, for those future sociologists who are thinking about teaching and researching in academic settings, it has been

forecast that a large number of sociology faculty members will retire by the year 2000, which would create a favorable job market in academia. Overall, in terms of academic challenge, research, and employment prospect, the future outlook of the field of sociology is indeed promising.

Dr. Moon H. Jo is associate professor of sociology and chair of the sociology and anthropology department at Lycoming College.

## 'The Greeks Had A Word For It' Economics In The '90s

By: Dr. Robert W. Rabold

When I agreed to share with you a few of my thoughts concerning the nature of the economics profession as the twenty-first century draws nigh, I made it clear that I considered forecasting the status of a profession a decade hence to be preposterous. Forecasting is supposedly the forte of the profession, but even the casual reader may be amused by the attempts of forecasters to arrive at a consensus about what direction the American economy is headed in 1990. Are we facing recession? Where are interest rates headed? Have we learned to contain inflation? If we are so uncertain about the next couple of calendar quarters, we must be more than a little skeptical about our ability to forecast events half a generation away.

To begin with, if one is to understand my approach to the discipline of economics, one must understand that the Greeks had a word for it—two words in fact. The etymology of the word "economics" is a combination of the Greek word for house (oikos) and the verb, to manage (nemein). Thus, we are housekeeping; we are managing our resources prudently. From a somewhat different angle, economics is the social science of scarcity. As economist David Ricardo has told us, nature does not provide mankind with the means to satisfy his unlimited wants. When we combine unlimited wants with limited resources, the problem of choice arises. Shall we spend our money on a new car, or shall we travel to Europe? Shall we save to send "Junior" to college, or shall we spend for current consumption? In making one choice, we give up the other. This is the economist's well-known, but little understood, concept of opportunity cost.

Economics also is not the same as business administration. The definition of economics ought to make that distinction clear. Businessmen, just like everyone else, must operate with the economic environment, but it is obvious that resource management transcends the operation of business organizations.

Having discovered the Greek origin of the term economics, we must now turn to them for additional assistance. This time the word is hubris (hybris) which *Webster's Dictionary* defines as: exaggerated pride or self-confidence often resulting in retribution. We are told in Genesis that God gave man dominion over His creation, but it appears that man really hasn't learned much in the millennia. Man has wiped out other species, has befouled the air and water, has reproduced in such numbers as to be unable to sustain himself, and so on. Perhaps we are slowly becoming aware of the poor status of our stewardship. On the other hand, who is to say that mankind's tenure on the clock of evolution is not to be quite brief! I tend to believe that the professional economist can make a significant contribution in extending mankind's tenure and, if you will pardon the cliché, to making this world a better place to live. If this is to be possible, economists must stop talking to themselves and begin to address real world problems.

Last summer, I was walking along the Royal Mile in Edinburgh, Scotland, and I passed the entrance to the cemetery

in which the remains of Adam Smith, the "father of economics" and author of *The Wealth of Nations*, repose. I entered but, search as I may, could not locate the gravestone in the time available. I wondered how Smith would have responded had I been able to communicate with his spirit. I do believe that, like me, he would have been unhappy with the state of the discipline.

Although I knew that I was not alone, I had been embarrassed by my inability to understand and/or appreciate the mathematical treatises appearing in the professional journals. I seemed to be looking at several pages of mathematical symbols leading, I presumed, to some sort of solution. Of course, I was not able to prove or disprove the author's arithmetic; neither could I find the significance of the solution insofar as economics was concerned.

In some universities, doctoral candidates must display competence in advanced mathematics as a condition for acceptance into a program, not to mention the possibility of finally being awarded the degree. What I believe has happened is that the theory has become an end in itself because this is the way to achieve status in both the profession and in academe. And so, to an outsider, economists seem to be living in their own world, far removed from the issues and problems of the "real world."

This criticism is valid, and it has begun to hurt the profession. The American Economic Association has published, however, a new journal entitled *The Journal of Economic Perspective*. The issue I scanned lacked the usual graphs and equations. Two of the articles were "Tax Reform as Political Choice" and "Economic Revolution in the South." If this is the beginning of a trend where the professional economist addresses world issues in a form understandable to the non-professional, I'll be delighted.

***"I've made the following plea for economic literacy before, although I doubt that it will happen: we need more economists, more teachers of economics, more students of economics and, most of all, more public servants who understand economics."***

As to the problems which will be facing us in the forthcoming century, they will exist in abundance; indeed, there is emerging a real plethora. This is, thus, a marvelous time for bright youngsters to begin working toward their doctorates in economics because the demand is bound to expand. Previously I mentioned the definition of hubris because it is responsible for the economic problems that have emerged. Before this is discussed, something must be said about current problems. The free trade protection issue, since it is so political, will never be resolved (i.e. the current round of Japan bashing). Other problems also have been debated *ad nauseam*—Keynes versus Reaganomics, the Fed's independence and its approach to monetary policy, as well as the appropriate role of the central government and its fiscal policy, etc. Two fascinating problems emerge, however: (1) the continuing federal deficit, and (2) the changing business cycle in American capitalism.

The emerging problems may well be unique in the history of mankind. One simple photograph, taken in color by NASA during one of the moon voyages, really says it all. For the first time, we can appreciate that this gorgeous planet, Earth, is just like a spaceship. It is a closed environment, more or less delicate,

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## English In The '90s

By: Dr. Emily R. Jensen

Lycoming College dedicated Homecoming 1989 to the English Department, acknowledging them as they "put their 'write' foot forward." A timely distinction, this emphasis on writing suggests a trend in the discipline that will characterize the 1990s. No longer seen as a major that prepares one for teaching only, English is emerging as practical training in critical reading, writing, and analytic reasoning, skills essential to function in a highly competitive, corporate world. Corresponding to this broadening of purpose, two national trends in English department offerings at the undergraduate level can be cited: first, regarding areas of concentration within the major, creative writing and professional/technical writing are the two most commonly offered special areas, after the literature major, designed for teacher preparation. Secondly, regarding the English major in literature, the canon continues to expand to include other literature and other modes of discourse not traditionally seen as literary; and a multiplicity of critical approaches is evident with an increasing emphasis on gender, race, and class. Such variety, both in the canon itself and in approaches to it, will continue to make literary study lively and its inherent relation to the human condition—or, life as we live it outside of books—vital.

Employment opportunities for undergraduate majors in English will continue to improve during the 1990s. We are beginning to see more openings for teachers at the secondary level, and predictions for the mid-to-late 90s suggest a serious lack of Ph.D.s in English trained to teach in colleges and universities. Teaching English at both the secondary and post-secondary levels will be a real option. More importantly, an increased variety of options will be available to the English major because of a growing awareness among corporate managers of the need for employees who can interact with a broad range of people, who can communicate effectively in speech and writing, and who can make logical decisions based upon research. Further, given the dramatic increase in the production and distribution of information concerning all areas of human life, technical writing has emerged this decade as a viable option for English majors; technical writers command high salaries, and the need for them in the next decade will certainly increase. Related here are positions in publishing and editing, employment traditionally acquired by English majors.

English is the largest department at most universities despite its relative youth as an academic discipline. With its continuing emphasis on traditional human values and with the growing concern over the teaching of basic verbal skills in our nation's primary and secondary schools, the discipline's potential impact on society as a whole is of major significance.

In a profound speculation concerning the end of this century, poet W. B. Yeats poses the following question:

*And what rough beast, its hour come round at last,  
Slouches towards Bethlehem to be born?*

Applied to the discipline of English, what might this "rough beast" be? I suggest that the "rough beast" of English will be recognized by the year 2000 for possessing the humanistic qualities it has always possessed: an emphasis on creativity and imagination; on sensitivity to others; on the ability to make critical, moral judgments; and on the effective use of language.

Difference, however, is that these qualities will be valued for their pragmatic value, their usefulness in the world of human affairs.

Dr. Emily R. Jensen is professor of English and chair of the English Department at Lycoming College.

## Political Science In The '90s

By: Dr. Michael G. Roskin

Political science increasingly sees itself as an integrating mechanism that allows us to understand the sum of human activities. Essentially, nothing is beyond the scope of political science: techniques of political campaigning, global warming trends, international trade competitiveness, business-government relations, the upheaval in East Europe, and so on.

Especially interesting is the "systemic" approach political science brings with it in examining problems. The crux of systems thinking is that nothing happens alone, that if you change one component others also change in response. We, thus, begin to see the globe as a gigantic system in which no country, economic system, or ideology can operate in isolation. Seemingly distant and obscure events, such as the rise of liberation movements, quickly impact on U.S. security, diplomacy, business opportunities, and economic problems. Ignoring these happenings can be a big mistake. There are no "distant" countries any more.

Domestically, this also applies. One change in the law, either through a court decision or a new statute, ripples through the U.S. political system and is soon felt everywhere. Changes in the issues and techniques of political campaigning are soon picked up by all candidates nationwide—and sometimes in other nations.

Political science is, thus, in the catbird seat; the only discipline that casts an eye on everything. Persons trained in political science go on to succeed in a wide variety of fields. Lycoming graduates in political science include a staffer on the Senate Intelligence Committee, an MBA candidate finishing near the top of his class at a very competitive school, and numerous practicing attorneys and civil servants. By training people to think, especially in systemic terms, political science lays a foundation persons may build on all their lives.



When the Wall went up in 1961, Michael Roskin was there as a reporter for the Associated Press. A young, trimmer Roskin, now chairman of Lycoming's political science department, is seen here at Checkpoint Charlie, on the border of the U.S. and Soviet sectors in Berlin.

Dr. Michael G. Roskin is professor of political science and chair of the political science department at Lycoming College.



# Religion Looks Toward The Year 2000

By: Dr. Robert E. Van Voorst

As the academic field of religion looks toward A.D. 2000, it does so with a good deal of confidence. The religion faculty at Lycoming shares this confidence. Four trends now taking shape in our nation will probably influence, for the better, the study of religion at Lycoming. While discussing future trends in any field, however, it would be well to keep in mind what Yogi Berra once said about predictions: "It's hard to make predictions, especially about the future!"

First, we will see through the 1990s a renewed appreciation of the role of religion in American life. Something of a national consensus has been reached among educators that for too long we have neglected the teaching of religion in our public schools. This neglect has resulted in students who are virtually illiterate in the academic study of religion, and who also have a low appreciation of its role in American life. Now, however, this is being redressed as courses of study and textbooks, especially in our high schools, are revised to be more inclusive of religion. By the year 2000, a new generation of students should have a much better understanding of religion as they enter college.

Second, the international and intercultural aspects of the study of religion will be increasingly emphasized. As our world continues to "shrink" with advances in travel and communication, the faith of other people and cultures impacts more on our own life and must be understood more fully. This should lead to renewed interest among college students in the study of world religions, reflecting the current emphasis in higher education on the importance of cross-cultural study.

Third, religion will remain an important part of the core curriculum at Lycoming. Most of our instruction in the department will continue to be with students who elect our courses to fulfill the core-curriculum requirements or for general interest. If the above two forecasts hold true, however, not only

***"Gone are the days when most religion majors became parish pastors! The field of religion, like other professional fields, is now highly specialized..."***

will the number of students increase, but also the amount of knowledge they bring with them.

Finally, those students who do major in religion will go on to graduate study as this field becomes more and more specialized. Gone are the days when most religion majors became parish pastors! The field of religion, like other professional fields, is now highly specialized with careers in counseling, administration, education, youth work, social work, teaching, and many others. Our majors will have a wider variety of career paths from which to choose. In conclusion, these four predictions lead to a degree of confidence as the department of religion at Lycoming looks toward the year 2000.

Dr. Robert E. Van Voorst is assistant professor of religion at Lycoming College.

## Higher Education In The 1990s (Continued from page 1)

Trends will also continue to internationalize the curriculum. No student should remain unaware of Japan's economic power and its impact on our nation, the development of the European Common Market, and the consequences of perestroika. These and other issues have fostered sensitivity to global issues that confront many people and require solutions that transcend political boundaries. How best to incorporate global perspectives into crowded college courses will be one of the interesting challenges ahead.

Environmental issues, like global ones, will continue to stimulate debates about curriculum. Acid rain, nuclear fallout, waste disposal, the extinction of endangered species and other concerns vie for attention in the classroom. There is no evidence that these issues will go away. Indeed, they more than likely will increase in gravity and visibility. Their importance will be felt not only in course offerings but in research projects by faculty seeking solutions.

Another factor that may well affect higher education in the next decade is the prospect of a shortage of professors. Many of

those who entered the profession when education was expanding in the early 1960s will be approaching 65 in the late 90s. Some scholars have predicted that more than 175,000 faculty vacancies may have to be filled before the end of the century, especially if faculty members choose to retire at 65 as they have done in the past. The anticipated shortage will also be occurring at a period when the college-age population begins to rise once again. The country's birthrate began to rise around 1976, and those children will be ready for college as the decade reaches its midpoint. According to figures recently released by the U.S. Department of Education, college enrollments will continue to decline from 13.2 million in 1990 to 12.9 million in 1995. Enrollments are then expected to rise to 13.4 million by 2000. This is the period when expected faculty retirements will also be increasing.

Finally, I conclude that the best undergraduate preparation is still the liberal arts. The broad skills developed in these studies will be even more critical in helping men and women adapt well to a rapidly changing world. As citizens continue their professional lives longer and spend more years in active retirement, an education that fosters more productive and satisfying lives is even more valuable.

Dr. Shirley A. Marter is the dean of Lycoming College.

# Needed: A U.S. Policy For East Europe

By: Dr. Michael G. Roskin

The breakup of the Soviet empire, wild conjecture just a few years ago, is suddenly happening. It has happened so fast that Washington has no policy on what we want to see East Europe become.

And what should be the goal of U.S. policy in East Europe? Get Soviet troops to return home. Whatever facilitates this is good policy. Whatever hinders it is bad policy.

It is as if everything in East Europe hit at once: a simultaneous combination of the 1953 East Berlin riots, the 1956 Hungarian uprising, the 1968 Prague Spring, and the 1980 mushrooming of Solidarity. And this is occurring when the Soviet Union is economically weak and rent by nationality conflicts.

This could be a window of opportunity for creative statesmanship. A bold U.S. policy now might nudge the Kremlin to move away from hegemony. Passivity in Washington could mean that an important historical turning point passes untried.

If the Soviets could be assured that East Europe wouldn't be used against them, they might be persuaded to pull out. The elements of such diplomacy could include the following:

1. *Europe's borders stay forever where they are.* The Helsinki Accords have settled Europe's borders. To permit any border claims to emerge from the closet would cause Moscow, and many other European capitals, to freeze up. The Soviet Union would worry about internal dismemberment, and Poland would worry about German revanchism, among other problems.

Washington should make it plain that the present borders of Europe are set in concrete. This will disappoint some people, but even one little claim for a border rectification—however just such claims may be—opens a can of worms and even possible warfare. Hungary and Romania, for example, are just itching to resume their fight over Transylvania, but if they do, it would destabilize the region and delay Soviet pullout. East Europe needs calm borders now, not renewed squabbles over turf.

2. *East and West Germany wait a bit to reunify.* German reunification now seems inevitable. Many East Germans see it as the only way to get rid of their Communist government once and for all. But a reunified Germany is an implicit threat to many European countries, not least the Soviet Union and Poland, so reunification must be handled delicately.

The present division of Germany need not impede plentiful contacts and trade between the two, but a quick reunification could upset both East and West Europe. Pains must be taken to insure that Germany is neither Finlandized nor allowed to turn into a muscular presence dissatisfied with the status quo in Central Europe. The first is unacceptable to Washington, the second

trouble to Moscow. A Finlandized Germany would be a member of NATO, too, and NATO will still be a force to be reckoned with.

3. *Give the courage to make it plain to our allies, that for the good of everybody, not*



*Checkpoint Charlie in 1961, as the Berlin Wall went up. The checkpoint marked the border of the U.S. and Soviet sectors of divided Berlin and was the scene of some tense confrontations.*

least the Germans themselves, the division of Germany must continue a while longer. Other European capitals would support such a declaration, and Washington and Moscow would see eye-to-eye on it. When both East and West Europe can be assured that a reunified Germany, operating within the European Community, threatens no one, then reunification can proceed.

3. *No East European state joins NATO.* East Europe could be Finlandized (neutral, lightly armed, and with a Soviet veto over major foreign policy moves) or it could be Ottomanized (nominally under Soviet hegemony but, in practice, each country going its own way). But it could not change sides without a blowup.

The shift of even one East European state to NATO, including even neutral Yugoslavia, would upset the European balance and cause panic in Moscow. It was the mere rumor in 1968 that Czechoslovakia would withdraw from the Warsaw Pact that triggered the Soviet invasion.

4. *U.S. and Soviet forces return home.* For some time, NATO and the Warsaw Pact should continue in existence but with fewer and fewer U.S. and Soviet forces stationed in their respective halves of Europe. In the event of something going wrong, both East and West Europeans would know that their protectors stand behind them and could return, but the offensive potential of both alliances would shrink.

If Moscow could be assured of points one through three, it would have less reason to station troops in East Europe. Moscow has already agreed to withdraw its forces from Hungary, but we can understand why Moscow might go slow in withdrawing from East Germany.

*(Continued on page 13)*



# A Common Bond Of Humanity

By: Dr. Robert S. Yasui

*"It is something to be able to paint a particular picture, or to carve a statue, and so to make a few objects beautiful . . . but it is far more glorious to carve and paint the very atmosphere through which we look. To affect the quality of the day, that is the highest of arts . . ."*

Henry David Thoreau

I am a physician who has been in the practice of medicine for over 40 years. It has been an exciting period. I have witnessed amazing scientific advances in medicine, and the future looks exceedingly bright. As a result of this, Americans are healthier and living longer than ever before.

However, during this same time period, socio-economic changes have adversely altered the doctor-patient relationship. The very scientific advances have helped create unrealistic expectations on the part of the public, and the physician is expected to produce consistently good results. The failure of a patient to get well is often looked upon as the fault of the doctor. Aggressive trial lawyers have capitalized on this situation and have encouraged litigation when the patient is dissatisfied with the outcome; awards in the millions of dollars can be the result of a successful suit. Thus, the ever present specter of the malpractice suit has driven an artificial wedge between the physician and his patient. The doctor must look upon each patient as a potential litigant. Rare is the veteran doctor who has not been sued several times in his career.

As a result, an unfortunate cynicism and paranoia cloud the medical profession. It is common to read articles in which doctors write, "I would strongly discourage my children from going into medicine!" As a consequence, one of the casualties of this present situation is that the shining star of idealism with which most young students begin the study of medicine has considerably dimmed, and practical self-defense courses in legal medicine have to be taught in medical school to prepare students for "the real world out there!"

Thus, it was with some concern that I received my daughter's announcement, several years ago, that she wanted to become a physician. Robin is a young, warm, outgoing personality who truly loves all humanity; she is enthusiastic, optimistic, and exudes joie de vivre. Robin sincerely believes that we are here on this earth to help others. Would her youthful idealism be dampened by the constant cynicism of her mentors and elders in the profession? But recently, I witnessed something so real and so pure that I found myself wiping away tears, and I was reassured that Robin's compassion and idealism would guide her unscathed throughout her career.

Robin is now a senior medical student at the University of Indiana, having transferred there after completing her first two years at Hahnemann University School of Medicine in downtown Philadelphia.

Robin came home for two weeks of summer vacation. She wanted to look up her favorite former professors at Hahnemann and some of her former classmates. One of the people on her "must visit list" was Camshoon, an immigrant oriental woman who operated a small food vending wagon on the street in front of the school. Robin had often patronized her cart during the noon lunch breaks. She worried about Camshoon's health, having to work in such confined quarters during the extremes of weather, and had provided her friend with simple comforts such as a battery operated electric fan for use in the summer heat.

After leaving Philadelphia, she had kept in touch with Camshoon by letters. In her last letter, Camshoon had written excitedly about her new baby and the purchase of a home. She invited Robin to stay with them when she came to Philadelphia.

After visiting with her former professors and classmates, Robin looked up Camshoon at her vending wagon on the street. Despite the busyness of the noontime rush hour, the two had a

warm reunion. Robin was pleased to learn that Camshoon was well and that her business was thriving. She promised Camshoon that she would always stop by to see her when she was in Philadelphia; perhaps by the next visit Camshoon's dream of owning her own restaurant would be a reality. After all, this was America where anything is possible if one works hard and honestly and keeps their eye on the dream.

The dilapidated, run-down section of central Philadelphia begins just across Broad Street from the medical school. Located here are some of the most decrepit buildings of the city; an atmosphere of poverty and hopelessness permeate the area. Hundreds of homeless people, drug addicts, prostitutes, and derelicts wander the streets. Robin served as a volunteer to a homeless shelter in the district during her two years at Hahnemann. As parents, we worried for her safety during the evening hours when she was in this area giving out food, clothing, and blankets to street people. However, Robin reassured us that she was safe and that these unfortunate people desperately needed help and kindness.



After her visit to the school, Robin wanted to visit the old Reading Terminal food market, which is located several blocks away, just beyond the neighboring deteriorated area. She wanted to renew acquaintances with several of the vendors at the market from whom she had bought food and produce during her years at Hahnemann.

As we walked through the streets leading to the market, Robin recognized a "bag lady" sitting on the sidewalk across the street, leaning heavily against a corner building and apparently talking to herself. She was an elderly, heavy-set woman, dressed in layers of dirty dark clothing even though it was summer, and she wore a preposterous wide-brimmed hat bedecked with artificial flowers. Her dark face was wrinkled and a heavy scar creased her right cheek; only a bright slash of lipstick lightened her countenance. She wore knitted wool gloves with the fingers cut off; in front of her was a shallow basket containing pieces of hard candy. Next to her on the sidewalk was a heavy carpetbag, probably containing most of her possessions. She was the typical stereotyped caricature of a homeless bag lady.

Robin asked us to wait while she visited with her old friend. We crossed the street and approached the bag lady. Robin greeted her warmly and asked solicitously about her well-being. The old lady looked up and a warm smile of recognition lit up her face. "Where have you been?", she asked. "I haven't seen you for a long time . . . I missed you!"

(Continued on page 13)

# Lycoming's "Best-Sellers"

By: Christine C. Pasquarella '90

The old cliché "once a student always a student" does indeed hold true. At Lycoming College, students are not the only individuals pursuing areas of academic interest. Faculty members also are engaging in a variety of studies that go far beyond the normal realm of the classroom.

Three faculty members have dedicated the past few years to writing about specialized areas of interest. Dr. Richard Hughes, professor of religion, Dr. Carole Moses, assistant professor of English, and Dr. Robert Van Voorst, assistant professor of religion, have recently had books published.

• Dr. Hughes' first intention of writing *The Judge and the Faith Healer* began when he returned to his home state, Indiana, in the early 1980s. Hughes says, "At that time, great controversy was surfacing in the state due to a religious group known as the Faith Assembly. Every time I turned on the news, another child was dying as a result of faith healing techniques."

Based on religious beliefs, members of this Christian organization strongly oppose medical treatment by physicians and completely rely on the techniques of faith healing. Hughes says, "I sensed a public obsession with the Faith Assembly church."

His book examines the conflict between the practice of religion and the presence of modern medicine, while providing an interpretation of how to resolve this conflict. Specifically, it is based upon problems of children dying as a result of faith healing techniques.

The book focuses on the Bergmann trial that drew national attention in mid-1984. On May 28, 1984, the Bergmann's nine-month old daughter, Allyson, became ill with influenza. According to Hughes, the family, trained in spiritual techniques, did not seek traditional medical care. Instead, they conducted 24-hour prayer rituals, read the Bible, and fasted. Ten days later, the child died.

David and Kathleen Bergmann were found guilty and charged with negligence of a dependant and reckless homicide. After an appeal, the sentences were upheld; however, the Bergmanns were placed on ten years probation when they renounced their belief and documented their use of medicine. Meanwhile, other young couples around the country remain in jail for their continued belief in the techniques of faith healing.

In a similar case, *Hall v. State of Indiana*, the confusion surrounding the laws across the country is exemplified. The Indiana Supreme Court ruled, on the grounds of double jeopardy, that one charge, either negligence or reckless homicide, must be dropped. Specifically, if the child dies as a result of negligence, the state must drop the neglect charge and bring a reckless homicide charge. The result is a lower sentence because neglect involves a ten year sentence, whereas reckless homicide involves five.

Another aspect of confusion is how the courts choose the case; either subjectively or objectively. Hughes says, "The book contributes to the law, provides a theory, and also provides consistency to this

Moses first had a notion to write *Melville's* several years ago after meeting with her

graduate director, a Melvillian scholar, at the University of New York at Binghamton. After completing a specialization in Renaissance literature, Moses was faced with many choices for a dissertation topic. She says, "Many people in the department had ideas about what I should be doing, but quite often these suggestions conflicted with my personal areas of interest."

The director had been looking for someone who had read the complete works of Spenser. According to the Modern Language Association (MLA), there are very few English P.h.Ds who have done so.

*Melville's Use of Spenser* is based on Herman Melville's attraction with the Renaissance poet Edmund Spenser. Moses examines how the 19th century author, very pessimistic about the world, mankind, and God, borrows from a rather optimistic Renaissance poet who writes religious allegory that depicts the world as divinely ordered.



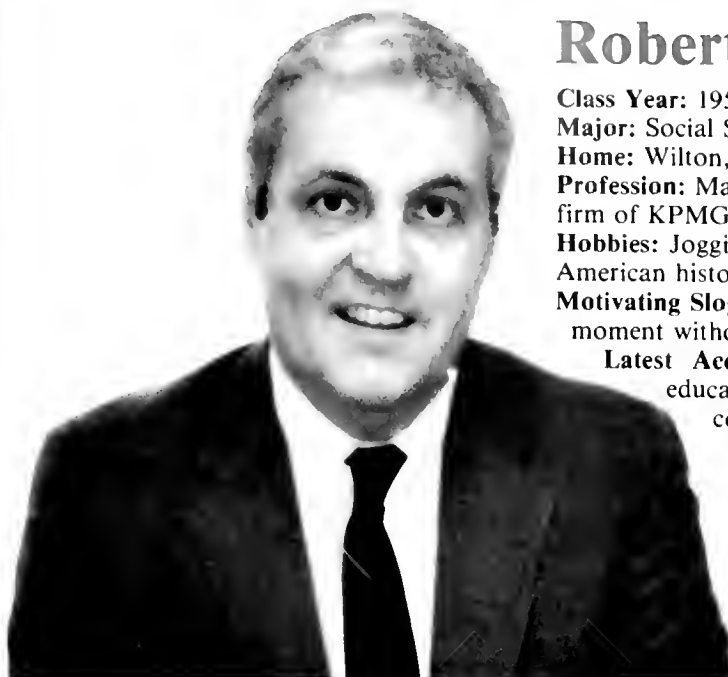
From left: authors Dr. Richard Hughes, professor of religion, Dr. Carole Moses, assistant professor of English, and Dr. Robert Van Voorst, assistant professor of religion.

"Melville borrows from Spenser's vision and incorporates it into his own," says Moses. "He reads Spenser through dark glasses and, therefore, sees a dark vision of Spenser."

Moses finds the subject matter quite intriguing and believes the audience will find it interesting "how one century looks back on another and interprets it in light of its own concerns and beliefs."

(Continued on page 16)

# Doer's Profile



## Robert T. Hart

**Class Year:** 1959

**Major:** Social Sciences

**Home:** Wilton, Connecticut

**Profession:** Managing Associate, D.E. Foster & Partners LP, an alliance firm of KPMG Peat Marwick

**Hobbies:** Jogging, 35 mm photography, reading (business, current events, American history), New England travel, and cooking on the weekends.

**Motivating Slogan:** "Carpe diem!" (The enjoyment of the pleasures of the moment without concern for the future.)

**Latest Accomplishment:** Selected as the firm's liaison for higher education search assignments. Meeting client needs while counseling executives on their respective search campaigns. Balancing New York commuting with Connecticut leisure time and family reunions.

**Why I Do What I Do:** I conduct senior executive search assignments and administer the Alumni Relations Program for the New York region. Through serving such diverse clients (private industry & academia), I'm offered an ongoing developmental experience. My counseling role also gives me the pleasure of helping to make a difference in an executive's career path.

**Lycoming Recollection:** One of several distinct memories includes informal discussions in the coffee shop—which was part of the old gym! On the academic side, the impact and enjoyment of Professor Otto Sonder's sociology courses and, on the vocational side, the encouragement—with pragmatic advice on counseling—rendered by Dean Jack Buckle.

**Lycoming Experience:** Lycoming provided a solid liberal arts foundation—the impetus for lifelong learning. The academic challenges helped prepare me for graduate school as well as my career. My appreciation for literature, music and history was greatly enhanced and this continues to enrich both my business and social life.

**The Greeks Had A Word For It...** (Continued from page 3)  
that contains renewable and non-renewable resources. It is finite, and if we damage it, we can't move to another.

By way of illustration, over a century and a half ago when people in the East fouled their backyards, they could pack up their wagon, hitch up the horses, and move west, as journalist Horace Greeley suggested. Now, we've moved to the Pacific and "there ain't no more Kansas." A closer look at the photo of the planet reveals no national boundaries, lines or colors as found on maps, just clouds, water, mountains, and forests. Man lives in one world.

The economic issues of the future will be more international in structure. The very rapid development and internationalization of technology has shrunk the world's economy, but political institutions have not kept pace. Sovereignty is guarded, particularly such economic institutions as central bank or treasury control of money and credit. The forthcoming 1992 economic integration of Western Europe will bear watching.

If one were to construct a catalogue of emerging issues, the economist could point to the economic content of each of them without exception. Most of the people in the world are poor. Many cultures have multiplied to the extent that the population greatly presses upon its food supply which, in turn, makes malnutrition and starvation daily events. Other cultures produce so much garbage that they have exhausted disposal space. From the areas of starvation in Africa and Asia to the daily gridlock on American urban beltways arise the economic problems of the twenty-first century. These issues call for understanding, research, and solution.

The astonishing events in the Communist world may signal the demise of authoritarian Marxism-Leninism, but this does not guarantee the survival of American capitalism. The issues confronting the United States were clearly and sadly put forth by Arthur Schlesinger, Jr. in the *Wall Street Journal* of December

22, 1989. He wrote, "The republic is in a state of sad disrepair. Alas, the administration's read-my-lips, no-new-taxes pledge threatens to condemn us to something like impotence in meeting urgent needs, foreign as well as domestic. We can't help Eastern Europe very much; we can't do much to improve our research and development; we can't repair our roads and bridges; we can't protect our environment; we can't help our cities or conduct an effective war against drugs—because we refuse to mobilize the resources available in what is still the richest country in the world."

Schlesinger added "Legislators are convinced that to advocate tax increases is to commit political suicide, so we can't even have national debate on the question. Yet, without more revenues, it is hard to see how we can begin national renovation, regain American competitiveness in world markets, and restore American independence. After all, as Justice Holmes said, 'Taxes are what we pay for civilized society.'"

I've made the following plea for economic literacy before, although I doubt that it will happen: we need more economists, more teachers of economics, more students of economics and, most of all, more public servants who understand economics. All college graduates should be required to complete at least two courses in economics.

My compatriots have never accused me of waltzing around the floor with Pollyanna. Indeed, I confess to possessing a Cassandra-like pessimism about the future of Homo sapiens. On the other hand, how am I to explain having devoted 35 years to drumming economics into the skulls of reluctant undergraduates and positively rejoicing about those who chose to become professional economists?

Dr. Robert W. Rabold is professor emeritus of economics at Lycoming College.

# Investigative Science Methodology

By: Dr. Melvin C. Zimmerman

Lycoming College has a successful history in working with students and helping them to discover who and what they are. In biology, this involves instructing students not only in the factual content of the discipline but also involvement in the discipline through a plan that integrates investigative science. Numerous reports have indicated a decline in students' knowledge of science. There is a need for functioning scientists trained in the latest technology and versed in the scientific method of investigation. In addition, a critical need that undergraduate institutions like Lycoming College face is to stay competitive in facilities and equipment. Students need to experience and use equipment that professional biologists use.

In the fall of 1990, the biology and chemistry departments will move into a new multi-million dollar science building. The facility will include four laboratories specifically designed for student research as well as specialty laboratories in cell tissue culture, electron microscopy and radiation biology. A primary curriculum objective in the biology department has been to strengthen the major so that students are not only exposed to what biology is but also provided with hands-on experience in what biologists do. Our current program, developed over eight years, utilizes departmental, College, and community resources and is expanding to include science inquiry in core courses as well as linkages to elementary-secondary schools.

At least three characteristics distinguish meaningful hands-on experience in what biologists do. First, students must engage in a number of scientific inquiry processes: observing, classifying, measuring, communicating, collecting and organizing data, inferring from observations, hypothesizing, manipulating experimental variables, analyzing, drawing conclusions from and interpreting data in relation to other studies or scientific concepts. Second, students must have the opportunity to manipulate experimental materials, thus providing experience in designing experiments. Third, students must be provided with an opportunity to learn and share in the inquiry experience with other students and/or professionals in the field. The science laboratory is an ideal place to integrate the three characteristics described above, if traditional "cookbook" laboratories are minimized. Our approach is to build the foundation of "Investigative Science Methodology" stepwise during the freshman year and expand and build on this base in other

laboratory courses, which includes two required College designated writing intensive courses (ecology and genetics) that lead to project oriented internship and independent study opportunities for juniors and seniors. The program also requires the integration of computer and library instruction.

The format of the first freshman laboratory utilizes observation beehives to introduce and practice the application of the scientific method. Students are asked to determine the size of the queen's court. From their observations and discussion, the concepts of research hypothesis, null and alternative hypotheses, experimental and non-experimental tests, data collection and the need of a tool to summarize data (i.e. statistics) are introduced. The students' first assignment is to formulate two questions and hypothesis statements that can be tested by an experimental and non-experimental design and then develop the appropriate study. Students are given two weeks to run one of the experiments approved by the instructor. Over the same two to three week period, students are given handouts and instructed in the scientific writing format (abstract, introduction, methods and materials, discussion, literature cited), common statistical programs (both parametric and non-parametric), use of microcomputers, word processing, spread sheets, and their first program on researching a science paper in the library.

***"Since 1982, upperclass biology students have participated in 71 project-oriented internships, 79 independent study or honors projects, and presented 52 papers at scientific meetings."***

During the first semester, students use one or more of these tools to write an abstract or a results section (including statistical analysis), or an introduction or methods section, assigned during the remaining labs that incorporate investigative components. In addition to critiques of more traditional published papers, drafts of students' writing are reviewed and discussed in class. During the second semester, the students complete two collaborative investigative projects in scientific journal format. Two common studies have been, "The Affects of Exercise on Heart Rate and Recovery Times of Students" (typical variables: type of exercise, duration, athletes vs. non-athletes, male vs. female, smokers vs. non-smokers, etc.) and "The Affects of Plant Hormones on Aspects of Root or Shoot Growth" (typical variables: type of hormone, concentration ranges, species of plant, etc.). Collaboration of students in design, data collection and analysis on projects leads to excellence and efficiency in study replication. However, each individual writes their own paper. Students also are exposed to additional library, computer, statistical and paper critiquing instruction. Thus, by the end of the freshman biology course, students have been exposed to, and participated in, all three of the characteristic experiences of what biologists do. The three remaining years build on this base.

Three years ago, the College implemented a Writing Across the Curriculum program which, briefly, requires writing components in all distribution courses. Students also are required to complete at least two upper level writing intensive courses (designated W-courses; one in the major and one outside their major). This did two things for our program. It reduced the number of times students commented that "this is a biology class not English!" and provided additional resources in the form of a Writing Center, complete with tutors and computers to aid in student writing problems. In biology, my ecology and genetics classes received approval as College writing intensive courses.





*Biology major Christine M. Wirth, junior, works on research for her honors project which deals with nutrient uptake by cells. Basically, this is what turns genes "on and off" at the cellular level.*

Depending on the tract within the biology major, one or both courses are required by all students. Investigative labs, running two to four weeks, on such topics as stream pollution, forest succession, segregation analysis in *Sordaria* or biochemical separation of eye pigment in *Drosophila* are typical. Other types of writing (both formal and informal; i.e. logs, critiques, term papers, etc.) are also done in the majority of biology courses.

Additional ways in which biology students experience what biologists do is through the College-sponsored SHARE program (Students Having A Real Experience), internship, independent study/honors program or colloquia. SHARE is a non-credit program, sponsored by our Career Development Center, for freshman and sophomore students to explore potential careers. During six weeks of each semester, students may be matched up with an agency (dental office, hospital lab, forestry department, etc.) to observe professionals on the job. The internship program, open to junior and senior students for course credit, requires a strong academic component. The internship application proposal, which is reviewed by a faculty committee, stands as a contract that outlines what the sponsoring agency, student, and faculty advisor have agreed upon to be the hands-on job (minimum ten hours per week) and required student project.

The project requirement is not typical of most institutions that offer internship experiences. The Williamsport Water/Sanitary Authority featured our internship program in a 1982 article published in the *J. Water Pollution Control Association of PA*. In this program, students typically spend four to five hours each week at the wet chemistry lab and another half day in the microbiology lab at the agency. Student projects associated with

the Authority have included Giardia analysis techniques, survey of potential taste/odor algae in reservoirs or survey of parasitic eggs/cysts in sludge. Often, the internship projects are devoted to questions that the agency does not have equipment, time or manpower to address. Since 1982, biology students have participated in 71 project-oriented internships. Evaluations of the program by both students and sponsoring agency supervisors have been excellent. Students not only gain experience but also garner recommendations from working professionals.

Participation in the independent study/honors program is strongly recommended by the biology department. We feel this program is the capstone of our integration of investigative science. Students are encouraged to formulate and command the direction of projects. Faculty in the department are flexible in their willingness to supervise projects which extend beyond their personal research interests. Although an aquatic ecologist, I get excited when working with students on projects involving black bears, parasites or habitat analysis. Also, since 1982, 79 independent study or honors projects have been completed by students. In addition to written papers, students also present the results of their projects at either a Departmental Colloquium or at scientific meetings. Since 1982, 52 papers have been presented by students, usually at either The Pennsylvania Academy of Science, Eastern Colleges Science Conference (ECSC) or the annual Tri Beta meeting. Four of these papers have been honored with awards. We feel this involvement in conferences builds self-confidence and professionalism in our students. The biology department has hosted the ECSC conference twice during the last eight years and currently two faculty members hold positions on the board (Drs. Jack Diehl and Edward Gabriel), one being president (Gabriel). In each of the last eight years, the College Curriculum Enrichment Fund has supported, as well as encouraged, the participation of students at meetings by reducing fees. The leadership of the biology department in sending students to ECSC has spilled over to other areas. Since 1985, 22 students from the departments of chemistry, physics, psychology and nursing have presented papers.

Not completely satisfied that all our majors were being exposed to enough investigative methodology, we developed a required non-credit biology colloquium for junior and senior students three years ago. This course offers the student a chance to become familiar with research, using techniques such as meetings and talking with active researchers, reading and critically analyzing the current literature, and discussing the ideas and methods shaping biology today. Semester topics have included biotechnology, AIDS, and the extinction of species.

Although our departmental focus has been to strengthen the major, we are now applying the integrating steps of scientific methodology in our non-major courses. These courses are the most popular science distribution sequences. Encouraged by the support of the Writing Across the Curriculum program, the core course laboratory has been increased from two to three hours and involves investigative laboratory and writing assignments.

Our newest area of interest has been to explore how to encourage investigative methodology in local elementary-secondary schools. A pilot program, involving honor biology students from Bishop Neumann High School, audited the genetics class and completed the investigative laboratories. Next summer, the fifth annual Lycoming "College for Kids" program will be offered. This is a two week enrichment program for students in grades second through eighth. A diversity of hands-on courses, especially in math (computers, probability) and science (ornithology, entomology, animal behavior, space flight), have been offered. In four years, the program has grown from 60 participants to 250. Our new science facility will provide us with a better atmosphere for stimulating young scientists.

Dr. Melvin C. Zimmerman is associate professor of biology at Lycoming College.



# Let There Be Songs To Fill The Air

By: Douglas Hartzel '92

"To Poland!!!"

That's the chant among Lycoming College Tour Choir members because, in May, they will embark on an 18 day adventure to Germany, Poland, and possibly Czechoslovakia.

This is the second of a three part, three year program between Poland's Szczecin University and Lycoming College. The first step was last year when Jan (pronounced Yan) Szyrocki, director of the Szczecin University Choir, served as resident guest director of the Lycoming College Choir. The third step will be when Jan brings his choir on a tour of the United States next year. Included on this tour is a visit to Lycoming College.

The Lycoming Choir has been acclaimed as one of the finest college musical groups in the East. It was first directed in 1947 by Walter Melver. Since then, the choir has presented concerts in every state east of the Mississippi River, as well as portions of Canada, England, Puerto Rico, and Spain.

The Lycoming College Tour Choir is selected each year by competitive auditions from the larger 70 voice College choir. The choir is made up of students from all academic fields. This year, 38 students were chosen to perform in the Lycoming College Tour Choir.

Dr. Fred M. Thayer, associate professor of music, has conducted the choir through major concerts and numerous tours. Under his direction, the choir also has performed on Capitol Hill and in the Washington Cathedral. They are privileged to be performing Dr. Thayer's "Gloria" and the arrangement "Ain't Got Time To Die."

Richard J. Lakey, organ and piano instructor at Lycoming College and director of church music at St. Mark's Lutheran Church in Williamsport, PA, is the

faculty accompanist for the choir. This year, the choir is honored to be performing Mr. Lakey's "I Lift Up My Eyes."

Student accompanists for the choir are Cheryl Fisher and Kerri Bloom.

The choir will depart from New York's J.F.K. Airport. Landing in West Berlin, they will meet Jan, who will accompany them to Szczecin. In Szczecin, they will perform "Gloria" with the Szczecin University Choir and the Szczecin Municipal Orchestra. The choir will then perform concerts in Gdansk, Warsaw, Szczecin, Cracow, Brno, and West Berlin. Due to the recent diplomatic upheavals in Czechoslovakia, the possibility of a performance there is still in question.

The Lycoming College Tour Choir has also been on two weekend tours. The first was to the Finger Lakes area of New York State and the second was to central Pennsylvania. Over spring break, they toured the east coast performing one concert each day, including two additional Sunday church services. Included on the tour were concerts in Pennsylvania, North Carolina, Maryland, Virginia, Delaware, and New Jersey. Upon returning to Lycoming, the choir performed a Homecoming Concert in Clarke Chapel. Since Lycoming College is affiliated with the United Methodist Church, many concerts are given in United Methodist Churches, although not exclusively.

This year, the choir's repertoire is mostly American music, ranging from sacred to secular and from traditional to contemporary. An exception to this is "Gaude Mater Polonia," which is a traditional Polish song that is performed in all concerts in Poland. Along with the Thayer and Lakey pieces, the choir will also perform works by such composers as Leonard Bernstein, John Ness Beck, Aaron Copland, and Dave Brubeck.

Douglas Hartzel is a sophomore at Lycoming College.



*Lycoming College Tour Choir*

# ON CAMPUS

## Science Building Nears Completion



Work on the \$8.3 million Science Building progresses in anticipation of opening in fall, 1990. With most exterior work completed and landscaping finished, attention is focused on interior work. Furnishing and instrumentation of various laboratories continues. The three-level building totals more than 63,000 square feet and contains state-of-the-art biology and chemistry laboratories, lecture and seminar rooms, a science reading area, and a greenhouse, as well as classrooms and faculty offices.

## Sophomore Nursing Class Presentation



In January, the thirteen members of the 1992 Nursing Class recited their student pledge and wore full uniform, for the first time, during the Seventh Annual Presentation of Sophomore Nursing Students. From left to right, back row: Amy Atkinson, Kim Beck, Mary E. Bowman, Christine Carabini. Center: Richard Fidler, Katherine Gleason, Pamela D. Griffin, Lori Hogue. Front: Diana M. Joco, Judith Mitchell, Deborah S. Murphy, Mary Peechia, Joy L. Womelsdorf.

### Needed: A U.S. Policy...(Continued from page 6)

Considering Soviet historical fears of Germany, it would be unwise of Moscow to reduce its troops *before* it received assurances on the peaceful nature of a reunified Germany. If, however, Moscow refused to greatly reduce its troop strength in East Europe *after* points one through three were assured, it would be a pretty clear warning to the West to maintain its strength.

5. *NATO phases out after the Warsaw Pact disappears.* If all goes well and Europe stays calm, both pacts would become irrelevant. Alliances are responses to threats; remove or lessen the threat and the alliance starts to unravel. Not even NATO is blessed with immortality.

If points three and four go into operation, it would be unwise to retain NATO, for then NATO would appear as a German-dominated power that could easily conquer all of East Europe. Two West European countries are nuclear powers—Britain and France—while no East European country is. The whole thing would be out of balance.

West Europe need not be defenseless. The West European Union could be dusted off and reexamined for its cooperative defense aspects, the ones that were used to provide European support in the Persian Gulf recently.

No empire lasts forever, and the Soviet empire is in decay. Already the Soviets are in need of a graceful exit from East Europe. We should now be sitting at a conference table telling Moscow how we could facilitate such an exit.

Dr. Michael G. Roskin is professor of political science and chair of the political science department at Lycoming College.

### A Common Bond Of Humanity (Continued from page 7)

For the next few minutes the two carried out an animated conversation, with both smiling and nodding . . . the old bag lady and the young medical student—one whose sad, desperate life was nearing its end and the other healthy and vibrant, at the onset of an exciting career in medicine . . . yet a common bond of humanity linked the two together. The scene was so real and so beautiful that I had to blink back the tears.

After a few minutes, Robin introduced us to her friend, and we were drawn into their circle. It was a precious experience, with the old bag lady, the young medical student, and the two well-dressed parents, laughing and visiting while the busy activities of the city swirled about us on the street. For a few magic moments we were friends and equals, sharing our common humanness. In parting, the old bag lady gave us what she could—a compliment and a blessing: "You are such beautiful people! God bless you!" For a short time, she had been transported from poverty, from the ailments of old age, from the violence and hopelessness of the streets . . . because a young medical student cared and had shared their common personhood.

I was blessed by this simple encounter on the streets of Philadelphia, and I knew once again that cynicism and skepticism need not dim the idealism of the noble profession of medicine. We are all on this earth to do our little share in making this a kinder and more gentle world.

" . . . it is far more glorious to carve and paint the very atmosphere through which we look. To affect the quality of the day, that is the highest of arts . . . "

Dr. Robert S. Yasui, College surgeon, has been a friend of the institution for the past three decades.

# ALUMNI NEWS

## 1990 Alumni Association Executive Board Candidates

*The following slate of candidates has been approved by the Executive Board of the Lycoming College Alumni Association.*

**PATRICIA A. STALGAITIS COURTRIGHT '74**, Jersey Shore, PA. Co-owner, Lyco Computer Marketing and Consultants; employed part-time by a veterinary hospital; assistant swim team coach; former assistant director of admissions at Lycoming College.

**JAMES F. EDGEWORTH, SR '56**, Toledo, OH. General manager, Dick Wilson Pontiac Buick; earned membership in Chevrolet Division Legion of Leaders and Buick Sales Masters Club; elected national president and CEO of Kappa Delta Rho fraternity; member, Presidents' Club of National Interfraternity Council of Presidents; member, national Greek advisors; national alumni advisor, Psi Chapter of KDR at Lycoming College and Pi Chapter at University of Toledo; member, Old Newsboys Charities; Knights of Columbus; University of Toledo Rocket Club.

**DAVID L. FRANKLIN '74**, Williamsport, PA. Account representative, Spectrum Business Forms and Computer Supplies; president, Williamsport YMCA; board member, Lycoming Clinton Counties Commission for Community Action (STEP); chairman, Lycoming College Class of '74 15th reunion.

**RONALD A. FRICK '83**, Williamsport, PA. Assistant vice president/head of credit administration, Northern Central Bank (an affiliate of Keystone Financial, Inc.); graduate, Central Atlantic School of Commercial Lending and Omega Commercial Loans to Business; alternate senior associate, Robert Morris Associates; first vice president, Kiwanis Club of Williamsport; second vice president, Williamsport Community Concert Association; Lycoming United Way; Leadership Lycoming charter class graduate; Lycoming College internship sponsor; chairman, Lambda Chi Alpha Alumni Trusteeship (1985-88); vice president, Alumni Association Executive Board.

**CRAIG W. HEAL '87**, Brookside, NJ. Commercial loan officer, Midlantic National Bank; while at Lycoming - president, SALC; member, Alumni Association Executive Board; class president, sophomore/junior year; vice president, senior year; graduated summa cum laude; Phi Kappa Phi honor society; Theta Chi fraternity; two-year letterman on varsity golf team.

**JAMES L. HELSEL, JR '75**, Camp Hill, PA. Vice president, Helsel, Incorporated Realtors; '75 graduate of Pennsylvania REALTORS' Institute; instructor, Pennsylvania Association of REALTORS' G.R.E. and Pennsylvania State University Extension Schools; member, Greater Harrisburg Association of REALTORS, Pennsylvania Association of REALTORS; Association of REALTORS; Institute of Real Estate (Delaware Valley Chapter #3); Society of Industrial REALTORS (Philadelphia Chapter); REALTORS' Institute; received 1985 REALTOR of the Year from Harrisburg Association of REALTORS;

received 1987 CPM of Year Award, IREM Delaware Valley Chapter #3; member, Harrisburg Rotary Club; United Way; Capital Region Economic Development Corporation; Capital Region Chamber of Commerce; American Heart Association.

**WILLIAM S. KIESER '65**, Trout Run, PA. Attorney; JD, Dickinson School of Law; board member, Lycoming County National Conference of Christians and Jews; chairman, Trout Run United Methodist Church administrative council; chairman, Christian Assets Management Committee; Williamsport Exchange Club; Lycoming Creek Lions Club; member, Alumni Association Executive Board.

**EVERETT W. RUBENDALL '37**, South Williamsport, PA. Retired program and news director, WRAK Radio; local historian and lecturer; AARP and CROP WALK volunteer; member, Alumni Association Executive Board; hosts tour group in the United States, Europe, Australia and New Zealand.

**RICHARD A. RUSSELL '70**, Fayetteville, NY. Principal-certified public accountant, Firley, Moran, Freer and Eassa, CPA P.C. and lawyer-private practice; JD, Syracuse University College of Law; MS (Accounting), Syracuse University School of Management; past board member, NY Employee Benefits Conference and Estate Planning Council of Central NY; board member, United Way of Central NY; board member and treasurer, Central NY Community Foundation; past board member, American Lung Association of Central NY; past treasurer and board member, Syracuse Home Association; alumnus participant, Heritage Day 1987.

**WILLIAM C. SHERWOOD '58**, Hughesville, PA. Owner, Fair Meadows; MBA, Michigan State University; graduate, Armed Forces Staff College, Norfolk, VA; Naval Supply Corps School, Athens, GA; and Naval Officers Candidate School, Newport, RI; Commanding Officer, Naval Supply Center, Cheatham Annex, Williamsburg, VA—retired with rank of Captain after 30 years of service; awarded three Meritorious Service Medals: The Joint Service Commendation Medal, The Navy Achievement Medal, and the National Defense Service Medal; Distinguished Service Citation from International Food Service Executive Association; board of directors, Hughesville Rotary; trustee, Muncy Creek Sportsman's Association; church council, Trinity Evangelical Lutheran Church; Master Mason, Masonic Lodge No. 87; past board member, Williamsburg Chamber of Commerce; member, Michigan Beta Gamma Sigma honor society; recipient of the Lycoming College Alumni Association Outstanding Achievement Award.

**ANN LESLIE SHIELDS '87**, Camp Hill, PA. Vice president-account services - Universal Media, Inc.; executive board of directors, Harrisburg Ballet; Special Olympics volunteer; while at Lycoming - served as a resident advisor; vice president, SALC; Campus Activities Board; IRUSKA; Arrow; Pan-Hellenic Council; Student Orientation Staff; Union Governing Council; class officer; Gamma Delta Sigma sorority; received Chieftan Award.

**ROBIN NEWMAN STRAKA '79**, Williamsport, PA. Marketing product specialist, Carey McFall Corporation; graduate, Penn State Management Training Program; United Way volunteer; member, Phi Kappa Phi honor society and Phi Alpha Theta; alumni representative for admissions office.



# C A M P A I G N N E W S

Endowment is a major asset to colleges and universities across the country. Often described as an institution's savings account, endowment funds help ensure the long-term financial strength of any institution while supporting specific programs, enhancing educational services and stimulating academic creativity.

Endowment funds earn income each year that can be used for various purposes across the campus according to the wishes of the donors. Whether this income is used as scholarship assistance or to maintain the physical plant or

to add resources to an academic budget, it all helps make Lycoming College a better place in which to teach and learn and grow.

Endowment gifts to **The Campaign for Lycoming College** will serve both current and future generations of Lycoming students through a variety of special programs. As the following list demonstrates, endowment provides resources which enhance the teaching and learning process at the College.

## New Endowment Funds Created During The Campaign For Lycoming College

**Alumni Award for Faculty Excellence** will provide a \$1,000 prize to a member of the Lycoming College faculty who has served the College with distinction for a minimum of 10 years and has demonstrated an interest in all aspects of campus life.

**Franklin L. Artley Scholarship** offers grants annually to assist ministerial students.

**Eph and Bess Baker Scholarship** provides up to four, \$1,500 annual scholarships for students from Lycoming County with preference to candidates who demonstrate financial need.

**Frederick E. and Ann A. Blumer Fund** provides annual income to help underwrite lectures and/or performances by eminent scholars or artists.

**Class of '88 Scholarship** will provide an annual scholarship with preference given to a senior who demonstrates financial need.

**Class of '89 Scholarship** will provide an annual scholarship for underclass students who demonstrate financial need.

**Economics Department Fund** provides annual income to augment budget resources for use by faculty to strengthen instruction in the economics curriculum.

**Faculty Teaching Award** provides a maximum annual \$1,000 prize to a junior faculty member selected for their outstanding service in classroom instruction.

**Beverly Joyce Smithson Glad Library Fund** provides income annually to enhance library resources and services.

**Richard W. Gieniec Memorial Scholarship** is available annually to a full-time student in good academic standing, who has demonstrated financial need and who has the prospect of contributing positively to the College community.

**Edward P. Heether Scholarship** is available to help needy and deserving students who are in good academic standing.

**Morgan V. Knapp Music Scholarship** provides 75% annual income to a financially needy student majoring in music and 25% to students for private study in voice, piano or strings.

**John M. Lindemuth Prize Fund** provides annual cash awards to football players who have earned the highest cumulative grade point average in their chosen field of study.

**Lenore M. Losch Scholarship** is awarded annually to a student in good academic standing with preference to

education majors from Lycoming County.

**Lycoming County Scholarship** provides income annually for students from Lycoming County who demonstrate financial need.

**Gilbert S. Macvaugh, Sr. Student Loan Fund** provides assistance for talented students who demonstrate financial need with the hope that they may, in turn, help future generations by repaying their loans to this Fund.

**James E. and Bernadine Decker Nancarrow Scholarship** provides annual income to students in good academic standing with preference to individuals seeking teaching certification who are Lycoming County residents and demonstrate financial need.

**Stanley S. and Dorothy M. Polcyn Student Loan Fund** is available to any student athlete who participates in a varsity sport at Lycoming College and demonstrates need for financial assistance.

**John A. Radspinner Scholarship** will provide an annual scholarship for a full-time chemistry major at Lycoming College with preference but not limited to individuals demonstrating financial need.

**Mort Rauff Memorial Scholarship** offers annual income to a full-time student who is in good academic standing with preference to a varsity swimmer demonstrating financial need.

**Logan A. Richmond Professorship in Accounting** will provide annual income for use by the College in compensating a distinguished member of the faculty who has been employed to teach accounting.

**Margaret Rich and Elmer B. Staats Scholarship** provides annual scholarships up to \$1,000 for academically talented students who intend to pursue careers in public service.

**Surdna Foundation Scholarship Fund** provides income annually for the College's general scholarship account.

**Bishop D. Frederick and Betty Rowe Wertz Scholarship** is awarded annually to students in good academic standing with demonstrated financial need.

**Williamsport Rotary Club Nursing Prize** provides annual income to a registered nurse with the highest cumulative grade point average.

If any alumnus or friend of the College is interested in adding to these endowments or anxious to create their own named fund, please contact the Development Office by calling 1-800-345-3920 or 1-717-321-4036. Your commitment will serve Lycoming College in perpetuity.

# Lycoming Is New Home For '90 PA Free Enterprise Week

By: Mark Neil Levine

*I saw a man pursuing the horizon.  
Round and round they sped.  
I was disturbed at this;  
I accosted the man.  
"It is futile," I said,  
"You can never--"  
"You lie," he cried,  
And ran on--*

Stephen Crane

For 12 years, Pennsylvania Free Enterprise Week has given high school juniors and seniors the opportunity to pursue and expand their individual horizons within the business world and the free market system. This year, Lycoming College will be the new home for the Pennsylvania Free Enterprise Week presented by the Foundation for Free Enterprise Education.

John J. Trombetta, executive director of PFEW, notes, "The directors of the foundation hope and believe that the decision to come to Lycoming College and Williamsport will result in a stronger Pennsylvania Free Enterprise Week, better able to deal with its ever increasing popularity as we enter the 1990s."

Pennsylvania Free Enterprise Week is a series of three, one week programs designed to teach students the true inside story of business operations within the free market system. During the program, groups of high school students simulate the operation of their own companies for the equivalent of three years, facing many of the same decisions handled by executives in the real business world.

Sponsored by the Manufacturer's Association of Northwest Pennsylvania, the Pennsylvania Manufacturer's Association, and the Manufacturer's Association of Delaware Valley, PFEW is totally funded, staffed and taught by Pennsylvania business, industry and community organizations.

Money to pay for the student scholarships is raised from businesses, industries and community organizations throughout the state.

Pennsylvania students may apply at their high schools for a scholarship that pays all of their expenses, except the \$30 registration fee. Attendance is limited to students entering their sophomore or junior year next fall.

According to Trombetta, "Each week, the students form their own companies in four basic industries and compete among themselves. They select officers and, using a computer simulation developed by Penn State University, are called upon to make management decisions."

"The student companies are assisted by business people who share their knowledge and experience," Trombetta adds. "One of the most challenging aspects of the week for the students is their reports to judges who act as stockholders."

"With the use of graphs and charts, they must show what happened to their company over eight quarters," Trombetta points out. Judges also rate the students on the advertising campaign they develop and present.

Trombetta adds, "The program for the teachers is similar but on a more advanced level. We want them to know the problems faced by executives in business and industry."

College and Williamsport business/community reaction to hosting PFEW has been ecstatic. Lycoming College President James E. Douthat notes, "We are honored to host this unique concept of learning. The opportunity for young men and women to come together with business leaders from our state will help prepare the participants to function successfully within the economic system they will eventually inherit."

Peter Loedding, president of the Williamsport-Lycoming Chamber of Commerce, stresses the importance these sessions will have on the future of the regional economy. "The PFEW program represents an investment in the future of Pennsylvania. The insights and knowledge gleaned from this educational experience bodes well for the future of our region and the state."

Mark Neil Levine, director of public and media relations at Lycoming College, is managing editor of the *Lycoming Quarterly*.

## Lycoming's "Best-Sellers" (Continued from page 8)

- Sharing a similar writing experience, Dr. Richard Van Voorst's subject matter stemmed from his dissertation topic at Union Theological Seminary in New York City.

Van Voorst did not have any difficult choices to make. Topics were assigned by the graduate director, and he recalls being quite apprehensive, having never heard of *The Ascents of James*. But soon after, his attitude changed. "I was quite captured by it all," says Van Voorst. "It worked out quite well, having a dissertation topic pinned down right from the start."

*The Ascents of James* is a Jewish-Christian document from the second century A.D. It presents a history of the Old Testament and the story of Jesus through a Jewish-Christian perspective.

In his introduction, Van Voorst translates this niche in early Christianity with a translation of the Latin and Syriac versions.

Furthermore, the book provides a commentary on *The Ascents of James* and touches on other major issues present in the interpretations.

Van Voorst did the editing, typesetting and layout work for this book. The cover depicts doctoral bars, standard in this type of series, although students have often told him that it resembles scattered neckties.

Each faculty author is working on material for future publication. Dr. Hughes is working on *Return of the Ancestor*, which deals with multi-generational family psychology. Dr. Moses has a book on developmental writing, soon to be published, and is currently on sabbatical studying mythic elements in *Dracula*. *Building Your New Testament; Greek Vocabulary*, published by William Eerdmans in Grand Rapids, Michigan, is Dr. Van Voorst's most recent work. It will be released in March, 1990.

Christine Pasquarella is a senior mass communication major at Lycoming College.

# CLASS NOTES

'42

EARL W. ISBELL is a licensed agent for New York Life Insurance Company in the Oceanside, CA area.

'46

STANLEY F. KNOCK, JR retired after thirty-eight years in the United Methodist ministry of the Baltimore Annual Conference. He is currently a part-time adjunct professor of urban ministries and field coordinator of the program at Wesley Theological Seminary, Washington, DC.

'56

BARBARA GRIFFITH ERTEL recently exhibited 37 oil paintings, themed "The Peaceable Kingdom," in the Community Room of the James V. Brown Library, Williamsport, PA.

'58

WILLIAM P. DeMENO has been promoted to senior vice president of business operations for Nationwide Insurance Company's home office in Columbus, OH. He holds the professional designation of chartered property and casualty underwriter (CPCU).



*William P. DeMeno '58*

CARL H. KEARNS is the new president of the board of directors of the United Methodist Homes of New Jersey. He is pastor of the Bound Brook United Methodist Church.

'59

PAUL L. HERRING received a doctor of ministry degree from Boston University School of Theology in May, 1989. His thesis was entitled "Shared Ministry in the Central PA Conference of the United Methodist Church." He and his wife, Eleanor, reside in Carlisle, PA.

JAMES P. McCORMICK is vice president and manager of Nationwide Insurance's western PA region, based in Butler. He is a chartered property casualty underwriter (CPCU) and a chartered life underwriter (CLU).



*James P. McCormick '59*

'64

STEPHEN F. JUSICK has joined the board of trustees of Princeton Day School, Princeton, NJ. He is managing director of Tucker Anthony and R. L. Day's Princeton office.

SYDNEY (TIM) SINCLAIR has been appointed vice president of human resources for Laurel Health System. He resides in Wellsboro, PA.

RICHARD L. BEHAN has been named chief of surgery at Washington County Hospital. He practices oral and maxillofacial surgery in Hagerstown, MD, and Chambersburg, PA. He resides, with his family, in Hagerstown.



*Richard L. Behan '64*

'65

C. PETER CARLUCCI has joined the firm of Shearer, Mette, Evans and Woodside, in Harrisburg, PA, as a partner. He specializes in tax exempt financing for municipalities, municipal authorities, non-profit corporations and industrial developers.

'66

DIANE MAYBERRY EATON has been named director of marketing/public relations for Laurel Health System and its affiliates. She is a member of public relations and marketing affiliates of the Hospital Association of PA and the American Hospital Association. She resides in Wellsboro, PA.

HELEN WULFF SHUE and her husband, RICHARD '65, raise and show dalmations. Their kennel, Lyco, is named after Lycoming College, where they met. Their son, Ricky, is currently a student at Lycoming. They reside in Livingston, NJ, with a daughter, Jennifer.

'67

CYNTHIA SCHIEGEL BLEVINS is the coordinator for the Gettysburg area Literacy Council through employment by Lincoln Intermediate Unit No. 12. She resides in Gettysburg, PA.

'69

RICHARD H. SHERWOOD has been named senior vice president of Network International, an affiliated entity of Philadelphia Spectator. He resides, with his family, in Yardley, PA.



Richard H. Sherwood '69

'70

ROBERT D. LONDON has merged his firm with a local businessman to create Baker London Associates, Williamsport, PA. This merger has formed a financial marketing firm that specializes in the life insurance field.

'72

ANN MARIE (MITZI) BENSINGER CAMPBELL has been elected to the board of supervisors of Springettsburg Township in York County. She and her husband, MELVIN '70, reside in York, PA.

WILLIAM F. EVANS is the senior dental officer at U.S. Merchant Marine Academy, United States Coast Guard, Kings Point, Long Island, NY. He received the Fellowship in The Academy of General Dentistry, New York City, this past year. He resides with his wife, MARGARET EVANS, Maria Elizabeth, in Springettsburg, NY.

ROBERT PAUL KELLING, JR is a vice president at Bankers Trust Company in New York.

'73

DANIEL R. LANGDON has been promoted to vice president of finance and chief financial officer for East Penn Manufacturing Company, Lyon Station, PA. He resides in Wyomissing Hills.

KIT (DURNEY) VILKAS, an honors English teacher at North Salem High School and district writing coordinator, will have her story, "The Conceit of Caerleon," published this summer in an anthology of writing by teachers.

'74

STEVEN J. FAIR has been named tax department manager for the public accounting firm of Stambaugh Dorgan and Company, Inc., York, PA.

THOMAS J. FOWLSTON is vice president of the commercial banking unit for CoreStates Bank, a Hamilton Bank affiliate. He recently began serving as a board member for the Museum of Science Discovery. He resides, with his family, in Hershey, PA.

'75

RICHARD A. CALDWELL is pastor of Church of Good Shepherd, Drexel Hill, PA. He resides, with his wife and four children, in Wallingford, PA.

'76

ROSE CONFER ANGELITA is a property manager for Centennial Properties, Inc., Phoenix, AZ. She and her husband, Joseph, reside in Phoenix.

TIMOTHY F. HARLEY is a part-time instructor at the State University of New York at New Paltz. He also is employed by the Huguenot Historical Society.

DEBRA A. JENKIN has been awarded the Silver Leadership Award, a Junior Achievement award, recognizing her support as a volunteer in the Wayne County community. She is the production coordinator of Highlights, Inc. and president of Junior Achievement of Wayne County. She also serves as a project business consultant in the Wayne Highlands School District. She resides in Honesdale, PA.

KAREN BUSH WEIGLE is a myotherapist and owner of Susquehanna Myotherapy, located in Muncy, PA.

SUSAN SCHRADER WELTEROTH, a nationally certified school psychologist, completed training as a screener for Scotopic Sensitivity Syndrome (Irlen Filters). She resides in the Lewisburg, PA area.

'77

SALLY BOWES HAMADY has been appointed vice president, director of public relations for Dudreck DePaul Ficco & Morgan, Inc., a full-service advertising and public relations agency based in Pittsburgh, PA.



Sally Bowes Hamady '77

ANDREA BESANCON KEPLER is the director of social services at Harrisburg State Hospital. She resides in Harrisburg, PA.

GAIL ANDERSEN KIRKHAM is a psychologist employed by the special education district of Lake County. She and her husband, Tom, reside in Grayslake, IL.

JOSEPH F. PITINGOLO, JR has been promoted to assistant administrator of J. C. Blair Memorial Hospital, Huntingdon, PA. He resides in Alexandria, PA.

**CRAIG S. WEAVER** is the director of personnel at Muncy Valley Hospital, Muncy, PA. He has been notified by the Personnel Accreditation Institute of his eligibility to be recognized as an accredited human resource management professional, based upon eleven years of experience in personnel management, continuing education, and two prior accreditations. He resides in Williamsport, PA.

## '78

**DOUGLAS R. KEPLER** is general manager at Cable Adnet, of Hershey, PA. He and his wife, **ANDREA (BESANCON '77)**, reside in Harrisburg with their two daughters.

**LYNETTE LAYLON SMITH** is a general dentist in Fayetteville, NC. She resides with her husband, Grayson, in Fayetteville.

**LINDA PORR SWEENEY** has been named managing attorney of the firm Griffith and Burr, P.C., located in Lancaster, PA.

## '79

**GREGORY K. AMMON** is community programs trainer for New Views, a facility that works with people who are struggling with drug addiction and mental illness. He resides in North Plainfield, NJ.

**LYNDA WOOLEVER BRANDENBURG** has been appointed assistant vice president, assistant controller of Commonwealth Bank and Trust Company, N.A. She is vice president of education for the American Institute of Banking, Central Mountains Chapter. She resides in Williamsport, PA, with her husband, Rick, and son, Eric.

**MICHAEL W. LEBO** is employed as human resources manager for Lowe's Food Stores, Inc., headquartered in Winston-Salem, NC.

## '80

**CINDI KLEIN RANKE**, a first grade teacher at Jackson Road Elementary School in Griffin, GA, helped develop the Student Support Team. She is responsible for helping students and teachers cope with difficulties. She resides with her husband, Don, and two daughters in Griffin.

**JOHN C. SCALA** is the planetarium director at the Lenape Valley School. He resides in Hackettstown, NJ.

**VINITA E. VERGHESE** is on the medical staff of Henry Ford Hospital, Detroit, MI.

## '81

**DAVID C. AVERY** has been promoted to production manager for Frito-Lay, Inc. He and his wife, Mary Lou, reside in San Antonio, TX, with their son, Kyle.

**STEVEN F. VODOKLYS** is a government contracting consultant for Price Waterhouse. He and his wife, **CAROLYN (CARR '80)**, reside in Great Neck, Long Island, NY, with their son, Brian.

## '82

**DEBORAH A. BRENNEMAN** has been promoted to training officer at Mid-State Bank. She resides in Tyrone, PA.

**MICHAEL SCOTT BURD** is assistant art director for Burgoyne Inc., Philadelphia, PA. He and his wife, Susan, reside in Roslyn, PA.

## '83

**BARBARA B. HEIM** is the human resources manager for the Southwest Coca-Cola Bottling Company in San Antonio, TX.

**CARLTON T. JOHNSON** is studying atmospheric science at Colorado State University, Ft. Collins, CO.

**RUSSELL G. KIMURA** has been appointed assistant vice president of Commonwealth Bank and Trust Company, N.A. He holds this position in conjunction with that of senior financial officer. He resides with his wife, Denise, and daughter, Keri, in Cogan Station, PA.

## '84

**JOHN CALLANAN** has been ordained a deacon in the Northern New Jersey Conference. He began his new pastorate at the United Methodist Church, Linden, NJ. He and his wife, **ELLEN (TALBERT '83)**, reside in Linden.

**LYNN CRUICKSHANK CIPOLLA** is a sixth grade teacher at Churchville-Chili Middle School, New York. She and her husband, Michael, reside in Rochester, NY.

**GEORGE P. CONNAGHAN** has been named revenue requirement specialist for the rates and revenue department of American Water System's Pennsylvania region.

**PATRICIA FORDER DeLEO** is the circulation marketing/promotion manager in the aerospace and defense group at McGraw-Hill, Inc., NY. She and her husband, Jeffrey, reside in Madison, NJ.

**RONALD J. FAZIO** is the Gettysburg district supervisor for Metropolitan Edison Company, York, PA. He recently earned a BS in engineering technology from Penn State University. He and his wife, **TONYA (LARSEN '85)**, reside in Dallastown, PA.

**JOSEPH C. NOONE** is the supervisor of financial systems for the Reliance Insurance Company of Philadelphia. He and his wife, **JANET (BRAUN '85)**, reside in Wyncote, PA.

**DENISE ZIMMERMAN NULL** is employed by Weston Research Laboratories, Maidenhead, England. She and her husband, Andrew, reside in Felixstowe.

**ELEANORE LAUT RUSSELL** is employed as a district controller for ARA Services in New York City. She and her husband, Robert, reside in Union, NJ.

## '85

**TONYA LARSEN FAZIO** works as a supervisor of account services for Ball Advertising and Marketing in Lancaster, PA.

**MICHAEL S. FITZGERALD** has been named senior banking officer for Fidelity Bancorp of Philadelphia. He resides with his wife, Monica, in Holland, PA.

## '86

**NANCY RUDOLPH BALDWIN** is an advertising consultant for the Trentonian. She resides with her husband, Sean, in Hamilton Square, NJ.

**WILLIAM BOYK, JR** is a marketing representative for Triad Systems Corporation, Livermore, CA. He and his wife, Nancy, reside in Warminster, PA.

**LYNNANN MALZONE** was awarded the juris doctor degree from Fordham University School of Law. She recently passed the New York bar exam and is employed as an associate with the law firm of Smith, Stratton, Wise, Heher and Brennan in Princeton, NJ. She resides in Plainsboro, NJ.

**KAREN KAYE PELTON** is the project director for the Devereux Foundation. She and her husband, **SCOTT '86**, reside in West Chester, PA.

SCOTT R. PELTON is a co-partner in a Philadelphia deli chain that serves various corporate centers.

## '87

VICTORIA NEEFY WINTON is a picture editor/researcher for the Terry Wild Studio, Williamsport, PA. She and her husband, Steve, reside in State College, PA.

## '88

SCOTT EBERSOLE is a salesman for Moor Lumber Company. He and his wife, Kelly, reside in Palmyra, PA.

VICKI HEIM MATTEO is an elementary school teacher in the Harrisburg, PA area. Her husband, BRIAN '88, is a sales representative for Kelly Oil Company. The couple reside in Palmyra, PA.

PAMELA PELTON PETERS is working as a customer service representative for United Jersey Bank, West Caldwell, NJ. She and her husband, Matthew, reside in Hlanders, NJ.

DONNA HOLLENBACH ZINN is employed by the Hershey Medical Center. She resides with her husband, Jonathan, in Richland, PA.

## '89

SUZANNE GEHRET BASTIAN is a substitute teacher in the Williamsport Area School District. She and her husband, Terry, reside in South Williamsport, PA.

PENNY MOORE BECHER teaches fourth grade in the Montgomery Area School District. She and her husband, Scott, reside in Hughesville, PA.

BERNADETTE SMITH is the editor/reporter of the NWS Weekly's zone one edition. She resides in Delran, NJ.

## Marriages

Parsley Addams White and ROBERT PAUL KEEING, JR '72, September 16, 1989, Kentworth, IL

KARIN ELIZABETH BUSH '76 and Greg E. Weigle, September 23, 1989, Muncie, PA

ELLEN A. BLAKE '77 and Ronald J. Ely, September 29, 1989, New Hope, PA. Participants included: ELSIE PAXTON and RONALD J. POWERS

JANE E. PAHIS '81 and Douglas Thole, July 8, 1989, Allentown, PA.

Susan L. Woodward and MICHAEL SCOTT BURD '82, July 8, 1989, Ambler, PA.

Vicki K. Cratch and THOMAS WARREN PIERSON '82, November 25, 1989, Honey Brook, PA.

LISA J. COWLES '82 and Charles L. Hooper, October 14, 1989, Williamsport, PA. KIMBERLY COWLES CROSSEN '84 was matron of honor.

TINA J. HEEMAN '83 and Robert Samuel, October 8, 1987, in Maryland.

CAROL SCOTT '84 and Louis Colagregio, Jr., May 14, 1988, West Chester, PA. Bridesmaids included: TRUDY CARL PETTINE '84 and PATRICIA McDONALD VALENTINE '84.

LYNN A. CRUICKSHANK '84 and Michael Cipolla, July 8, 1989, Rochester, NY. Wedding party included: JOHN D. CRUICKSHANK '53, father of bride; AGNES COMBS '59, aunt of bride; TERRI COX HORN '84 and MARGARET DARING CASPERSON '84, bridesmaids; HEATHER COMBS '85 and MARGARET COMBS WOOD '82, readers; ROLAND ARCHER '53, minister; and JOHN S. CRUICKSHANK '89, usher.

JANET L. BRAUN '85 and JOSEPH C. NOONE '84, September 16, 1989, Wyncote, PA. Participants included: PAMELA KRAFT '84, PATRICIA STUNDON '84, ALYCE DECARVILLE '85, and BETH HARVEY WHALEN '85, bridesmaids; GREG HANLON '84 and JOHN WHALEN '84, ushers.

Monica Dugan and MICHAEL S. ELZGERSAID '85, October 6, 1989, Holland, PA.

TONYA LARSEN '85 and RONALD J. FAZIO '84, September 23, 1989, Harrisburg, PA. BETH GORMAN HUDSON '85 was a bridesmaid.

Nancy Jane O'Donnell and WILLIAM BOYK, JR '86, September 1, 1989, Southampton, PA.

DIANE DURANDO '86 and John Burbella, August 26, 1989, Livingston, NJ. DONNA HORAVAN '86 was a participant.

DEBRA SUE GERMAN '86 and James F. Schneider, September 23, 1989, Williamsport, PA.

TAMMY RHINEHART '86 and Kent Strayer, May 13, 1989, Camp Hill, PA. GARY C. RHINEHART '87 was an usher.

NANCY LORRAINE RUDOLPH '86 and Sean P. Baldwin, October 1989, Hamilton Square, NJ.

JENNIFER FRIES '87 and Todd Bittner, August 5, 1989, Williamsport, PA.

Kelly Schirato and SCOTT EBERSOLE '88, September 2, 1989, Palmyra, PA.

LISA ELAINE ENGLUND '88 and TODD RAYMOND BENNER '88, September 30, 1989, West Chester, PA. Bridesmaids included: LAURIE S. BENNER '85, SUSAN L. DECKER '88, EMILY M. PEARSON '88, and CYNTHIA J. SMITH '88. MARK C. KREBS '88 served as best man.

DONNA J. HOLLENBACH '88 and Jonathan M. Zinn, September 6, 1989, Lebanon, PA. Participants included: PAMELA R. SCHMOYER '89, maid of honor; KIM A. NAGLE '88 and EMILY M. PEARSON '88, bridesmaids.

RENEE D. ADAMS '89 and Steve M. Moser, October 7, 1989, Reinholds, PA. GAIL W. SHAND '89 was maid of honor.

KIMBERLY A. DeWITT '89 and JASON M. HARRIS '89, June 24, 1989, Hazleton, PA. Participants included: KAREN HOGAN '86, GEORGE HOGAN III '87, PENNY MOORE BECHER '88, AMY WOMELSDORF '88, ALLEN CROWELL '90, GARY KING '90, and BRIAN YEARICK '92.

DIANE LOUISE FENSTAMAKER '89 and TIMOTHY JAMES FOLK '87, September 23, 1989, South Williamsport, PA.

SUZANNE L. GEHRET '89 and Terry J. Bastian, October 21, 1989, Duboisstown, PA.

Aprile Stutzman and KENNETH P. JORDAN '89, August 19, 1989, Scranton, PA. Participants included: MICHAEL P. HOLLAND '89 and TIMOTHY P. MORONEY '89, ushers; DAVID BONSICK '89 and JOHN R. BURKE '89, drivers.

PENNY L. MOORE '89 and Scott Becher, August 12, 1989, Elmsport, PA.

JODI L. RICHART '89 and Michael S. Duda, June 17, 1989, East Canton, PA.



## Births

A daughter, Marissa Elizabeth, to Jeanne and WILLIAM E. EVANS '72, May 29, 1989.

A daughter, Sarah, to Jane and ROBERT W. CHILTON, JR '73, June 1, 1989.

A daughter, Sarah Hope, to Becky and RICHARD A. CALDWELL '75, November 12, 1989.

A daughter, Jenna Lee, to NANCY BEECHER '76 and Gary Christy, September 9, 1989.

A daughter, Britney, to ANDREA BESANCON '77 and DOUGLAS KEPLER '78, October 9, 1989.

A daughter, Michelle Kathleen, to SANDRA (FRYMIRE '77) and JEFFREY H. PATTON '76, August 24, 1989.

A son, Casey Christopher, to DEBORAH STITES '77 and DAVID WILLIAMS '77, February 13, 1989.

A daughter, Allison Oline, to DEBORAH (WHITFIELD '77) and John Lenig, April 3, 1989.

A son, Peter Andrew, to Judith and D. MARK FULTZ '80, November 21, 1989.

A daughter, Brittany Elise, to CINDI (KLEIN '80) and Don E. Ranke, III, October 24, 1988.

A son, Jack W. III, to TAMMY (WOODWARD '80) and JACK W. COAPMAN '81, February 24, 1989.

A daughter, Aresa Elizabeth, to TINA (HILEMAN '83) and Robert Sumuel, December 6, 1988.

A son, Sean Padraig, to WENDY (KERN '84) and Michael Murphy, September 18, 1989.

## In Memoriam

1921 - REV. NORMAN R. WAGNER died on October 9, 1989 at age 97. He lived at Epworth Manor, Tyrone, PA. He had been a United Methodist Minister in the Central PA Conference. Among his survivors is a son, MARDELL DAVID WAGNER '53. REV. DR. RONALD S. McELWEE '71 officiated at his funeral service.

1926 - LEWIS H. ROHRBAUGH died September 10, 1989 in Maine. He had been the director of the Boston University Medical Center from 1962 until his retirement in 1973.

1927 - GEORGE R. NYE died August 23, 1989 in Hershey, PA, where he had lived and worked for many years. He is survived by his wife, a son, and a daughter.

1929 - DR. SETH W. RUSSELL died December 30, 1989 in Bradenton, FL. He had served as professor and dean of arts and sciences at North Dakota State University, Fargo, ND. He is survived by his wife, two sisters, and a brother.

1933 - Word was received of the death of HARRY H. CONNER. He had lived in Wilmington, DE, and served as a minister in the Peninsula Conference of the United Methodist Church.

1937 - LEONA FISHER KNAUL died November 11, 1989 in Melbourne, FL. A native of Pine Grove Mills, PA, she earned her bachelor's degree at Ohio Wesleyan University. She is survived by her husband, JOHN R. KNAUL '37, a son, and two daughters.

1954 - MERLE E. DAVIS died April 15, 1989 in Somerville, NJ. He was a metallurgist at Bell Laboratories in Murray Hill, NJ.

1966 - NANCY MAYER DAILEY died December 21, 1989 following a three year illness. She had retired after 21 years with Broome County Department of Social Services and lived in Binghamton, NY.



The Lycoming College Alumni and Parent Relations Office invites you to join us for a trip to Germany, August 1-15, 1990, hosted by Dr. Paul A. MacKenzie, chairman of the foreign languages department.

This fully escorted and hosted tour will feature scheduled airline service, first class hotels with private bath, most meals, *The Passion Play* in Oberammergau, comprehensive sightseeing through Berlin, Nürnberg, Rothenburg, Oberammergau, and Munich, all baggage handling, and travel with a congenial group of friends.

For more information, call the Alumni Office at (717) 321-4035.

## Calendar of Events

### MARCH

5	Artist Series The Pittsburgh Symphony	8:00 p.m.	Capitol Theatre
6	Lycoming College Tour Choir Fred Thayer, conductor	8:00 p.m.	Clarke Chapel
23	Lycoming College Chamber Choir Fred Thayer, conductor	Noon	Clarke Chapel
28	Lycoming College Concert Band Diane Janda, conductor	8:00 p.m.	Clarke Chapel
30	Celebration of the Dance Joan Moyer Clark, director	Noon	Clarke Chapel
31	Artist Series Kismet	8:00 p.m.	Capitol Theatre

### APRIL

5, 6, 7; 11, 12, & 13	Arms and the Man	8:00 p.m.	Arena Theatre
6	Inauguration of James Evans Douthat 14th President of Lycoming College		
6	The Art of the Duet - Baroque to Broadway	Noon	Clarke Chapel
18	Music at Lycoming Senior Recital - Keith Barrows	8:00 p.m.	Clarke Chapel
20	Student Recital	Noon	Clarke Chapel

### MAY

6	Baccalaureate & Commencement		Lycoming College
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